DOCUMENT RESUME

ED 045 353 SE 009 313

TITLE	Suggestions for Integrating Forestry in the Modern Curriculum, A Conservation Teaching Aid.
INSTITUTION	Forest Service (DOA), Washington, D.C.
REPORT NO	FS-62
PUB DATE	Sep 68
NOTE	4p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 863-113)
EDRS PRICE	EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS	*Conservation Education, *Curriculum Guides, Curriculum Planning, *Elementary Education, *Natural Resources, *Secondary Education, Trees

ABSTRACT

The one-sheet fold-out curriculum guide suggests ways a teacher could integrate forestry in the curriculum. The guide develops an elementary, junior, and senior high school forestry curriculum as affecting the major functions or basic activities of man. Emphasis is on integrating forestry as a topic in the existing curriculum structure K-12. (BB)

EDO 45353

A CONSERVATION TEACHING AID

Suggestions for Integrating Forestry in the Modern Curriculum

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U. S. DEPARTMENT OF AGRICULTURE
FOREST SERVICE

SE 009 313

SUGGESTIONS FOR INTEGRATING FORESTRY IN THE MODERN CURRICULUM

Forest Service, U. S. Department of Agriculture

Major Functions, Basic Human Activities or Persistent Problems of Living	Influence upon Life in the Home, School, and Community	Adaptation of the Individual to His Physical and Social Environment Relation of Forests to the Environment	Understanding, Controlling, and Improving Group Relationships and Trends in Modern Society
	ELEMENTARY LEVEL	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL
Making a home	Things in the home from the forest. Home life in forest lands. Effect of abundance or scarcity of forests upon the way houses are built. Improving home grounds through tree planting and care.	The importance of forests in the housing needs in this and other countries. Comparison of uses of forest products in the colonial and modern home. The varied uses of the different woods.	Improvement of living conditions through adaptation of forest products for construction, insulation, and beautification. Improving home environment - protection - beautification. The relation of forests to housing and the possibilities of pre-fabrication of wooden houses.
Earning a living	How the pilgrims, Indians, and pioneers used the forest and western range lands. What the woodsman does and how he lives. Forest industries give work to many men, both rural and urban. What the farmer uses and sells from his woodlot.	Making more efficient use of forest products. Elimination of waste. How different parts of our country and other countries use their forests. How forests affect transportation, communication, trade, industry, and agriculture. How different industries developed in or near the forest. How forests determine where certain industries may develop. The importance and uses of the standing forest.	Stabilization of employment in forest work and forest industries by proper management (conservation) of the forests. Changes in forest labor conditions. Using the land for its best use. Greater utilization of forest products, not substitution, means greater possibilities for conservation. The problem of the people on submarginal lands best fitted for forest production.
Performing the responsibilities of citizenship	Our manners in the woods. How we can prevent forest fires. How we can protect our forests from insects and diseases. How the forest ranger protects the forest. Helping with the community or school forest. How planting new forests helps the community.	Some great leaders who have helped establish conservation policies with regard to our forests. The agencies of government that manage our forests and range lands. How forests aid in the development of other natural resources. The duty of the citizen toward forest conservation.	Developing and utilizing our forest and range resources for the greatest good to the greatest number of people. Cooperation between Federal government, States and private forest land owners in forest protection, tree planting, forest management and forestry extension. National security and prosperity depend upon wise use of the natural resources. Forests in our national defense program. National and State forests. The place of research and planning in regard to conservation of natural resources. Reforesting devastated forest areas and submarginal farm lands.

			Prevention of wasteful exploitation.
Conserving and improving material conditions	Caring for and protecting plants and wildlife about the home and in the community. Presence of trees improves home environment. Forest homes and communities endangered by forest fires.	How forest fires are started and controlled. Destructive practices in the use of forests. Technical advances in lumbering and effects on the forest. Research in forest use and its application to industry. What may be done to improve forest use. How reforestation and other forest improvement work is carried out.	Irrigation, hydroelectric power, and navigability of streams maintained by forested and well grassed watersheds. Forest highways, purposes and values. Forest and range conservation as a land-use policy. Protection and use of watersheds. Tempering winds by developing shelterbelts. The interdependence of natural resources, and especially the importance of forests in the conservation of soil, water, and wildlife. Scientific use of forest resources in harmony with the balance of Nature.
Expressing spiritual, aesthetic, and emotional impulses	Use of trees and shrubs in beautifying home and school grounds. Telling others how forests serve us. The lessons we learn from the forests.	Architectural uses of wood. Methods of finishing wood to bring out its beauty. Preserving and creating beauty in the forest environment. Inspiration from and enjoyment of the natural beauty of forests. The effects of forests in music, literature, and art.	The maintenance of national and State forests as a part of extraordinary scenic areas. National and State parks. The maintenance of primeval areas in forests without human use or interference, except to protect from fire, to enjoy and to be traversed only by foot, horseback or canoe. Forests as living memorials.
Engaging in recreation	Kinds of forest recreation appealing to children.	Improving forest areas for recreation to make available to more people in all parts of the country. Establishing community forests. The development of the sylvan theatre. Healthfulness of forest recreation. Advantages of forest camps for young people.	Why the State and Federal governments provide forest recreation. Recreation as related to employment. How management of forests is adapted to recreational needs. Recreation as a land use.

FORESTRY

In Units and Subject

In the elementary grades, forest and other natural resource teaching may well be integrated into the units commonly taught. The objective should be to develop the student's interest in, and appreciation of, his dependence on soil, water, forests, wildlife, and the minerals. Phases of conservation, such as protection and common uses, are adaptable here. It is doubtful that the term "conservation" should be used at this level.

In the junior high school, special units on conservation have a place. A conservation unit may be taught in geography in one grade, in history in another and in science in still another grade. The phases of conservation appropriate to each subject should be selected.

These special units should emphasize the local resources. In a forest area the unit might well be on forests. If properly developed, all the other resources will be brought into the discussion as they relate to forests. A unit developed on a local interest in lumbering will naturally lead to problems in watershed protection, fire, insect and disease control, irrigation, power, wildlife, and soil.

In the High School Subjects

Biology offers the greatest opportunity of any of the high school sciences for conservation education because it deals primarily with the life processes of the renewable resources. Here the interdependence of the resources, the hydrologic cycle, food chains, plant successions, climax associations, the forest as a community, the factors determining populations of wildlife, and many other problems serve to develop an understanding and appreciation for what is called the natural balance or laws of Nature.

In American history there may well be recognition of the impact of natural resources on population movements, how sectionalism developed over resources and their use, how abundance and development of resources have affected commerce and the outcomes of wars.

In civics an understanding may be developed of the public's concern in the management of public lands and waters, of the owner's responsibility or trusteeship of resources, the recognition that his resources must continuously contribute to the stability of the Nation. Of equal importance is the development of an understanding of the public's responsibility to help the individual practice conservation.

In economics conservation may be presented as an economic policy: using the increase of renewable resources, as against liquidation of the entire capital of these natural resources.

In sociology a unit on conservation may well develop the understandings that the human resource rises or falls with the natural resource, that the standard of living in a region over a long period is an indication of what has happened to the natural resources, that the two spiral downward or upward together, not separately.

In modern problems the work should include a consideration of land use, national policies in regard to submarginal agricultural land, the effects of certain laws in the regulation of resource use, cooperative plans and efforts to conserve resources, and the limitations on rights of individuals and groups to the use of resources on public lands and in public waters.

Note to Teachers

Other Conservation Teaching Aids are available to teachers on request. Address your inquiry to Forest Service, U.S. Department of Agriculture, Washington, D.C. 20250, and ask for FS-28, MATERIALS TO HELP TEACH FOREST CONSERVATION.

Revised September 1968

FS-62

GPO 863-113